



ConnectED

A Quarterly Publication of the North Dakota Department of Public Instruction

Kirsten Baesler, State Superintendent

Robert J. Christman, Deputy Superintendent

Robert V. Marthaller, Assistant Superintendent

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Mission

The ND DPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

The ND Alternate Assessment (Dynamic Learning Maps)

By Tammy Henke, Regional Special Education/Alternate Assessment Coordinator

The ND Alternate Assessment (Dynamic Learning Maps) spring window officially closed June 1, 2015. As we continue to prepare for the use of a system that is designed to map students' learning throughout the year, ND special education teachers who serve students with significant cognitive disabilities can begin implementation of the instructional embedded system this fall. The following activities will be occurring to assist in the implementation:

- ND Alternate Assessment Advisory group will discuss and review the design of Dynamic Learning Maps-Instructionally Embedded System, what the critical needs are for special education teachers, and what will special education teachers need to know to assist in the implementation of the instructionally embedded assessment system. The members will focus on assisting in the implementation of professional development to teachers throughout North Dakota.
- Eleven North Dakota educators have been invited to participate in the Dynamic Learning Maps standard setting panel. Standard setting panel members across all consortia states will be gathering June 15-18, 2015 in Kansas City, MO.
- Mid-July-Early August (tentative), score reports will be delivered to districts and schools.
- Instructionally embedded assessment window will open fall 2015. Special education units and districts will be alerted to professional development opportunities that will be made available to support in the implementation of the DLM-instructionally embedded assessment system.

For further guidance please contact:

Tammy Henke
Regional Special Education/Alternate Assessment Coordinator
North Dakota Department of Public Instruction
600 E Boulevard Ave.
Bismarck, ND 58505
701-328-2277
E-Mail: thenke@nd.gov

ND DPI Administration

[Kirsten Baesler](#)
State Superintendent

[Robert J. Christman](#)
Deputy Superintendent

[Bob Marthaller](#)
Assistant Superintendent

ND DPI Unit Directors

Academic Support
[Ann Ellefson](#)
(701) 328-2488

Assessment
[Greg Gallagher](#)
(701) 328-1838

Child Nutrition & Food Distribution
[Linda Schloer](#)
(701) 328-4645

Student Support & Innovation (FTP)
[Laurie Matzke](#)
(701) 328-2284

Fiscal Management
[Stephanie Gullickson](#)
(701) 328-2176

Human Resources
[Addy Schmaltz](#)
(701) 328-3298

Indian/Multicultural Education
[Lucy Fredericks](#)
(701) 328-1718

Management Information Systems
[Steve Snow](#)
(701) 328-2189

Safe & Healthy Schools and
Adult Education
[Valerie Fischer](#)
(701) 328-4138

School Finance and Organization
[Jerry Coleman](#)
(701) 328-4051

Special Education
[Gerry Teevens](#)
(701) 328-2692

Teacher & School Effectiveness
[Sherryl Houdek](#)
(701) 328-2755

Newsletter Co-Editors

[Peg Wagner](#)
(701) 328-3545

[Roxie Dietrich](#)
(701) 328-3231

Superintendent's Corner

As I write this I am reflecting on another concluded legislative session and another school year completed. Where does the time go?

As educators we have many important decisions to make, and sometimes we don't have the time or resources to deliberate them as long as we would like. The legislature acts in swift fashion and the months of a school year pass quickly. But it is important that at the conclusion of events we reflect and assess just

exactly how well we did, what we can do better next time, but most importantly what motivated us to do what we did. The story of the Maasai tribe helps us at DPI do that.

I first learned of the Maasai through a speech given by the Rev. Dr. Patrick T. O'Neill. His speech was titled "How Are the Children?"

Among the most accomplished and fabled tribes of Africa, no tribe was considered to have warriors more fearsome or more intelligent than the mighty Maasai. It is perhaps surprising, then, to learn the traditional greeting passed between Maasai warriors was "And how are the children?" It is still the traditional greeting among the Maasai today, because it acknowledges the high value that the Maasai always place on their children's well-being. Even warriors with no children of their own would always give the traditional answer, "All the children are well." Meaning, of course, that peace and safety prevail, that the priorities of protecting the young, the powerless, are in place. That Maasai society has not forgotten its reason for being, its proper functions and responsibilities. "All the children are well" means that life is good. It means that the daily struggles for existence do not preclude proper caring for their young.

I wonder how it might affect our own children's welfare if in our culture, in our State, if we took to greeting each other with this daily question: "And how are the children?" If every adult among us, parent and non-parent alike, felt an equal weight for the daily care and protection of all the children in our community, in our town, in our state, in our country. . . . Could we truly say without any hesitation, "The children are well, yes, all the children are well." ?

Superintendent's Corner, continued

Hanging in my office is an original warrior shield from the Maasai tribe. It was given to me shortly after I was sworn into office as the state superintendent. Many issues are discussed, meetings held and problems addressed in my office. The shield is a visual reminder to all of us that our decisions must be based on the question, "How are the Children?" Can we say, "All the children are well in North Dakota?"

As you reflect on your school year and begin to plan for 2015-2016 I urge everyone to think about using this as your guiding question. I share the Maasai message with the many legislators and other leaders who visit my office. I encourage them to ask that question and pass it along to others.

I am convinced that if we do, it **will** make a difference in the reality of how children are thought about and cared for.

Until Next Time

Kirsten Baesler

Kirsten Baesler



Contact Information

Kirsten Baesler
State Superintendent
kbaesler@nd.gov
(701) 328-4570

Lynette Norbeck
Executive Assistant to the State Superintendent
lnorbeck@nd.gov
(701) 328-4572

New ND DPI Structure Will Improve Service to Students

By Dale Wetzel, Public Information Specialist, Information Communication & Research

North Dakota State Superintendent Kirsten Baesler has established a new Division of Student Support and Innovation within the Department of Public Instruction.

Superintendent Baesler said the new division she has established within the North Dakota Department of Public Instruction (ND DPI) should reduce the need for student remedial instruction in college, and assist in providing well-prepared workers for the state's thousands of job openings.

The new Division of Student Support and Innovation will provide assistance more efficiently to schools without increasing the department's existing staff of 99 employees, Baesler said.

State data show about 40 percent of North Dakota high school graduates who attend college need some remedial instruction once they get there. This increases their college expenses, and the length of time it takes for them to get their diplomas. Data also show the state has more than 20,000 unfilled job openings.

Baesler said the new division will provide an increased focus within the ND DPI on student needs, innovative methods of improving school instruction, and how to make sure that school offerings prepare students for college and the workforce.

The ability to adapt quickly and apply critical thinking to problems will be especially important for students in school today, because of frequent and momentous changes in the economic landscape, the superintendent said.

"This new division will be dedicated to student support and to fostering innovative ideas in education," Baesler said. "We cannot expect different results from continuing to do the same things. Our students deserve better, and they shall have it."

Since taking office, Baesler has been analyzing the department's structure, and she saw a need to provide more focus on student support and innovative ideas. The reorganization should accomplish those goals, Baesler said.

Previously, the department had three divisions: Educational Success and Community Support, Information and Administrative Support, and School Finance and Organization.

The new Student Support and Innovation division will have 21 employees. Most were formerly part of Educational Success and Community Support. Laurie Matzke, the department's director of federal Title programs, will be the manager of the new division.

The new division will include three units: Indian and Multicultural Education, Academic Support and Federal Title Programs, which help disadvantaged students. Some of the services within these units include content specialists in math and English, help for students to become fluent in English, and a school improvement grant program that is used to help North Dakota's lowest-performing schools.

Baesler said the department is presently recruiting a new director of academic support, a position that has been vacant for several months.

Matzke said the changes would provide better service to at-risk students by grouping department personnel together who specialize in that work. It will also provide increased administrative support for the department's Indian and multicultural education and academic support units, Matzke said.

"This will provide more resources, strategies and support to schools to help them support at-risk students," Matzke said. "It will foster more collaboration among the different programs that help them."

Each North Dakota school district will have a person within the division assigned to them, Matzke said. "If the districts have any questions, anything at all, they have a contact person that they can communicate with," she said.

New ND DPI Structure Will Improve Service to Students, continued

Baesler said a number of initiatives are planned, including a pilot project that would offer school improvement coaching and a compilation of information about North Dakota's assortment of early childhood education programs.

"The Department of Public Instruction, and my job as state superintendent, exists for students. It is only fitting that we have a division dedicated to student support," Baesler said. "We must also be innovative in how we deliver that support. Doing the same thing in the same way will give us the same results. And I know that we in North Dakota want, and can achieve, greater results."

News from Teacher School Effectiveness

By Sherryl Houdek, Teacher School Effectiveness Director

ND Scholarships – The TSE unit is in the middle of ND scholarship applications with over 1,760 applications at the time of writing. This is well over the approximately 1,500 from 2014. We believe schools, counselors, DPI, NDUS systems, and the media are collaborating well for communication information about the ND Scholarships.

The Principal Evaluation trainings for the ND REAs have been completed, with the last one on June 2 and with the Northeast School Consortium in Devils Lake. The TSE Unit will begin the training on the Teacher Evaluation system at their annual administrators' conference in July, but with informational sessions at upcoming statewide fall conferences and midwinters. An evaluation summit is will be held in Bismarck this fall and in Fargo this spring.

The end-of-the-year review is happening, with all desk audits of districts being completed. This is the first year we have completed the desk audits and all schools were able to help us correct inaccuracies in state reports and so on.

We are in the process of scheduling summer school visitations with three completed, and have made our new form changes so that only one document is needed. This supports the schools and makes the process more efficient.

We are in the process of outlining our next year's schedule of informal visitations to schools. We are pleased with the AdvancEd process for schools, and look forward to being in one third of ND schools over the next nine months to discuss challenges and successes they are having.

We are reviewing ND credentialing and completing cross-walks of alignment with university prep programs and our requirements. Once completed we will host a discussion with invited participants regarding credentialing in ND. In conjunction with this, there will be a leadership team formed by Superintendent Baesler with an emphasis on school principals and leadership. Stay tuned!

We have supported Title Unit with the State Equity Plan this year, and are excited about the strategic planning involved with it.

We are working with other commitments, and anticipate collecting data, completing research, and finalizing our strategic plan for the teacher and school effectiveness unit. We believe we should support our schools and look forward to serving everyone better.

News from Safe & Healthy Schools

By Kate Schirado, Safe & Healthy School Coordinator

The Centers for Disease Control and Prevention recommends that young people ages 6 to 17 participate in at least 60 minutes of physical activity daily. Regular physical activity is good for everyone's health, and people of all ages and body types can be physically active.

Benefits of Regular Physical Activity: Physical activity helps build and maintain healthy bones and muscles, reduces the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer. It reduces feelings of depression and anxiety and promotes psychological well-being. Research has shown exercise also improves students' academic performance. It affects achievement, grades, behavior, time on task, and factors such as concentration and attentiveness in the classroom.

Physical Activity and Punishment: Withholding recess as punishment or using recess for additional instructional time should not occur. Using physical activity as punishment (e.g., running laps, pushups) or withholding opportunities for physical activity (e.g., recess, physical education) as punishment is not acceptable. In addition, when activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students several breaks during which they are encouraged to move and be moderately active.

Daily Recess: Elementary schools should provide recess for students daily that is at least 20 minutes in length, is preferably outdoors, encourages moderate to vigorous physical activity verbally, and through the provision of space and equipment discourages extended periods of inactivity (i.e. periods of two or more hours of inactivity).

Classroom Physical Activity: Students need opportunities for physical activity beyond physical education class. Integrating physical activity into the classroom helps students reach the nationally-recommended amount of daily physical activity (at least 60 minutes per day). By doing this, students learn to fully embrace regular physical activity as a personal behavior and improve academic achievement. Toward that end, classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as media time. Opportunities for physical activity are to be encouraged as a part of other subject lessons. Classroom teachers are encouraged to provide short (10-15 minute) physical activity breaks between lessons or classes as appropriate.

Physical Education: Each school district should provide an effective physical education program that is for all students in grades K-12 for the entire school year, is taught by a certified physical education teacher, includes students with disabilities and students with special health-care needs, engages students in moderate to vigorous activity during at least 50 percent of physical education class time, and evaluates using both formative and summative assessments to improve growth.

North Dakota Century Code NDCC 15.1-21-02 lists the following Physical Education minimum for accredited schools:

- Grades 1-3: 90 min/week
- Grades 4-6: 90 min/week
- Grades 7-8: 80 min/week

Comprehensive School Physical Activity:

A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components of quality physical education as the foundation: physical activity before and after school, physical activity during school, staff involvement, and family and community engagement. Students can then accumulate the recommended amount of physical activity through the provision of the multi-component CSPAP.

For the complete Safe and Healthy Schools fact sheet on model physical activity policies in schools please see the following link: http://www.dpi.state.nd.us/health/resource/physical_activity.pdf.

Student Cabinet Members Have Ideas to Improve Education

By Dale Wetzel, Public Information Specialist, Information Communication & Research

The young members of Superintendent of Public Instruction Kirsten Baesler's Student Cabinet are already providing valuable opinions about how to improve North Dakota's schools.

"We, as administrators and policymakers, have good ideas and good intentions about how things should be implemented in our schools," Baesler said. "But students are the only people who can really tell us how these good ideas and good intentions are affecting their daily lives. The Student Cabinet is meant to give us a student's perspective on how things are working."

Baesler received over 80 applications from students across the state and appointed the Cabinet's 20 members in March. They will serve until June 2016. The group includes high school, middle school and elementary school students. Its two youngest members have just completed the fourth grade.

The Cabinet's first meeting was April 22 in Bismarck. Members met with state officials and observed legislative conference committees before meeting in the State Library's conference room, where they discussed ideas on school improvement.

Several Cabinet members said North Dakota students would benefit from better classroom technology and greater access to dual-credit and Advanced Placement classes.

They spoke approvingly of legislation that offered state grants for early childhood education programs, saying that a family's financial circumstances should not be a barrier to parents who want prekindergarten instruction for their children.

Earlier this year, the Legislature approved a historic \$3 million state aid package for early childhood education. It was the first time lawmakers have earmarked general fund money for prekindergarten.

Under the bill, families of students who qualify for free school lunches are eligible for annual grants of \$2,000 to cover early childhood education expenses. Families of students who qualify for reduced-price meals are eligible for \$1,000 annual grants.

Several Cabinet members said they had attended early childhood education programs themselves. They said the instruction had helped to ease the transition to their early grades, and provided social as well as academic benefits. Some members said early childhood education had helped them overcome shyness and develop better social skills.

"We have our rural students asking for more dual-credit courses, more Advanced Placement courses," Baesler said. "We had students talking about the importance of technology, and then students talking about how sometimes that same technology can present challenges of distraction, as well as opportunities for learning."

During their first policy discussion, the students responded to questions about the Legislature's support for education, the early childhood education initiative and a new civics exam that high school students must pass to graduate. They also offered their own suggestions about new laws that could improve North Dakota education.

They were asked to write down things they wanted Baesler to know, and responded in a variety of ways. They asked for more advanced classes and advice on helping troubled classmates. One told of drug, alcohol and tobacco abuse among young people.

"We want the students to drive this process," Baesler said. "We want to talk about the things that are important to them. This is their opportunity to have a voice in our policy process."

The group is holding its second meeting in Bismarck at the Capitol on July 29.

Son Of Physics Experts Hopes To Become Professor Himself

By Dale Wetzel, Public Information Specialist, Information Communication & Research

BISMARCK, N.D. – Carl Denton's father, Alan, is a physics professor at North Dakota State University. His mother, Anne, has a doctorate in physics and teaches computer science at NDSU. Small wonder that Carl Denton wants to be a physics professor himself.

"It kind of runs in the family," Denton said. "I've always been interested in math and science and things like that."

Denton, who graduated last month from Fargo North High School, is one of two North Dakota high school seniors to be chosen as a Presidential Scholar, an honor that is bestowed each year on 141 students across the country.

Scholars are chosen for their accomplishments in academics and the arts. Samantha Goerger, of Wyndmere, was also chosen as a Presidential Scholar.

"I feel really grateful to be able to represent North Dakota in this way," Denton said. "It's nice to be recognized, but I feel like maybe more credit goes to the people who have helped me out – my teachers, my parents, people who helped me in applying."

Denton will attend Harvard University this fall, and intends to study physics. His present goal is to earn a doctorate and become a college physics professor, although he says he may change his mind as his studies progress.

"The biggest thing for me is that I get to use my brain and think analytically for a living," Denton said. "I really like thinking and looking at different ways to view a problem. I really like thinking analytically and physics obviously lets you do that a lot."

"I'm really interested in how the universe works, and physics is the study of exactly that, how the universe works and trying to describe it mathematically," Denton said. "I am interested in large-scale things, like astronomy and cosmology. I like seeing how the universe works on a large scale."

The U.S. Department of Education oversees the Presidential Scholars program, which was established in 1964 to honor outstanding American high school seniors. The scholars themselves are chosen by the Commission on Presidential Scholars, a group of 30 private citizens appointed by the president.

Wyndmere Senior Comes Out Ahead In Sibling Competition

By Dale Wetzel, Public Information Specialist, Information Communication & Research

BISMARCK, N.D. – Samantha Goerger has tough sibling competition when it comes to academic prowess. Her brother is a Yale alumnus. Her sister attends Stanford.

But she has one distinction they lack. Goerger was recently named a Presidential Scholar, one of 141 in the nation, and the first person so honored in the history of Wyndmere High School.

She will be attending Princeton this fall to study international relations, and hopes to participate in Princeton's "bridge year," which offers incoming freshmen an opportunity to do nine months of community service work abroad.

The bridge year offers students work opportunities in Bolivia, Brazil, China, India and Senegal. Goerger said she wants to work in India because of her general interest in Asia and the different "medicinal techniques and religious beliefs" there.

"The Indian culture is completely different from everything else I have ever known, and I am anxious to learn anything I can," she said.

Goerger's parents, Tammy and Edd Goerger, emphasized making their children familiar with the world. When she was growing up, her family hosted nine foreign exchange students from Italy, Germany, Taiwan, France and Slovakia.

Goerger studied Spanish in high school and attended a Spanish language immersion camp in Bemidji, Minn., in the summer of 2014 as part of Concordia Language Villages, a program offered by Concordia College of Moorhead, Minn. She is also learning French.

She credits Cara Cody-Braun, her Spanish teacher in her junior year, with "introducing me to Spanish culture, and I fell in love with it and just with other cultures in general. My parents were really good about introducing me to other things outside of North Dakota."

The Presidential Scholars program was established in 1964 by presidential executive order. One male and one female high school senior is selected from each state. Others are chosen from U.S. territories and no more than 15 at-large selections are made. This year's North Dakota presidential scholars are Goerger and Carl Denton, a senior at Fargo North High School.

Goerger said she visited the Princeton campus as an eighth grader and as a high school junior.

"I completely fell in love with it, the beautiful campus, the amazing academics, it just really seemed like the right place for me," she said. "You always hear that when you step on campus, you will know what place is right for you."

Math Leadership Project Seeks to Provide Ongoing Support

By Peg Wagner, Assistant Director &

Beth Larson-Steckler, Program Administrator Title Programs

With the North Dakota State Standards in place, schools across the state are now engaged in the task to properly implement them. It is a massive undertaking, and North Dakota educators understand how critical it is that our students receive the best instruction possible. Good and lasting professional development is essential to this task.

To assist schools in their efforts, the Department of Public Instruction has partnered with the states of South Dakota, Iowa, and Montana to develop an ongoing professional development module program to provide lasting support for the implementation of the North Dakota Math standards, especially in grades 6-12. In November of 2014, a 12-member team of math leaders from across the state comprised of North Dakota teachers, higher education, representatives from a couple of our ND REAs, and DPI's Student Support & Innovation Unit was created to provide representation from North Dakota at conferences between the four states.

The primary goal of the team, known as the "Math Leadership Project", is to provide quality professional development for the implementation of college and career readiness in mathematics, highlighting principles which branch into other subject areas as well. A series of face-to-face modules focusing on key pedagogical principles for both mathematics and scholarship as a whole will be created over the next few years, with the structures necessary to provide ongoing support for school districts as they continue the process of fully implementing the standards. Their emphasis is on continual support; the modules are not to be a one-and-done approach with well wishes for students' success. Rather, the team hopes to create a culture of professional development to constantly provide teachers the support they need to instruct their students.

As the teams from all four states came together from June 7-10 in Minneapolis, they collaborated to create the foundation for the professional development. In the near future, this group is hoping to expand the participation of the group throughout the state. The expanded group will continue to meet over the summer, and anticipates a pilot test of some math modules in the 2015-2016 school year. Full rollout is expected by the 2016-2017 school year, with continual support.

Professional Standards for School Food Service

By Kaye Knudson, Child Nutrition Food Distribution Program Administrator

USDA developed Professional Standards for school nutrition personnel to help build skills, stay current with school nutrition programs, enhance professionalism and keep current with food handling training to ensure healthy and nutritious meals for students.



The final rule establishes minimum professional standards to include hiring standards for state and local school nutrition directors and continuing education and training for all school nutrition employees. The rule will go into effect on July 1, 2015.

Continuing education/training requirements for all district sizes are the same and the rule phases in the training hour requirements for directors, managers and staff.

	SY 2015-16	SY 2016-17
Directors	8 hours	12 hours
Managers	6 hours	10 hours
Staff (more than 20 hrs. /wk.)	4 hours	6 hours
Part time Staff (less than 20 hrs. /wk.)	4 hours	4 hours

Training received three months prior to July 1, 2015 may count towards the first year training requirements for SY 2015-2016 for all directors, managers and staff. Training for school nutrition program staff is an allowable use of the non-profit school food service account. Schools however cannot use the non-profit school food account funds to pay for an existing employee to take college level classes. School Food Authorities will be required to maintain a record keeping system that annually documents compliance with the training standards. This can be accomplished by documenting training using agendas, sign in sheets, certification of completion certificates or other paper documents. Training can be provided in a variety of formats including the North Dakota School Nutrition Conference, on-line, in-person, in-house training and webinars.

Definitions of School Nutrition Personnel:

School Nutrition Program Directors – Person directly responsible for the management of the day-to-day operations of the school nutrition programs for all schools in the LEA.

School Nutrition Program Managers – Individuals directly responsible for the management of the day-to-day operations of the school nutrition programs.

School Nutrition Program Staff- Individuals without managerial responsibilities that are involved in routine operations of school nutrition programs. This may include those who prepare and serve meals, process transactions at the point of service and review free/reduced applications. (If an individual is responsible for more than one of these positions, then the higher level position requirement applies).

Hiring Standards

School Nutrition Program Directors – Those hired on or after July 1, 2015 are subject to the new education requirements. See link www.schoolnutrition.org/professionalstandards. Current directors will be grandfathered in their current positions as well as in the Student Enrollment category where they are working. LEAs with less than 500 students may be approved by the state agency to approve a new hire that meets the educational standards but has less than 3 years of experience.

North Dakota Department of Commerce Early Childhood Education Grants

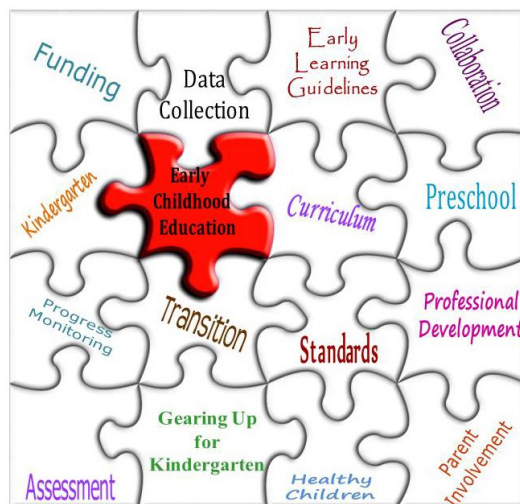
By Tara Bitz, Assistant Director Early Childhood Education Administrator

The North Dakota Department of Commerce (Commerce) was awarded \$3,000,000 by the 64th Legislative Assembly for Early Childhood Education grants. Under this new law, school district superintendents are required to organize a community coalition during the fall of 2015. The local community coalition will best decide how to apply for the funds. Commerce will award the funds for eligible children at a rate of \$2,000 for each four year old eligible for free lunch and \$1,000 for each four year old eligible for reduced lunch, according to the Richard B. Russell National School Lunch Act.

Once awarded, the funds will be available July 1, 2016 through June 30, 2017. Currently the application, guidance, sample templates, and a FAQ are being jointly created by Commerce, the North Dakota Department of Human Services (ND DHS), and the North Dakota Department of Public Instruction (ND DPI). It is anticipated the application and related guidance will be published over the spring and summer. Upon completion, these documents will be published on the Commerce website, with links on the ND DHS and ND DPI websites.

To read the full Senate Bill 2151 that authorizes the use of these funds, please visit www.legis.nd.gov/assembly/64-2015/documents/15-0432-05000.pdf?20150518124809 on the North Dakota Legislative website.

If you have questions regarding this early childhood education grant program, please contact Wayde Sick at the North Dakota Department of Commerce at (701) 328-5345 or at wsick@nd.gov or Tara Bitz at the North Dakota Department of Public Instruction at (701) 328-4646 or at tbitz@nd.gov.



NMSI Laying the Foundation Summer Institutes

By Ann Ellefson, Director Academic Support, NMSI

The ND DPI is collaborating with the National Math + Science Initiative (NMSI) to offer an exciting opportunity for North Dakota schools and districts: *Laying the Foundation* (LTF). LTF is a three-year professional development opportunity for educators of grades 3-12. This professional development focuses on assisting educators with teaching strategies and content knowledge that increase rigor in the classroom and are deeply aligned to North Dakota State Standards. This professional development is ***FREE*** to North Dakota public school educators. Two sessions will be offered:

Fargo

July 14-17, 2015
Davies High School
7150 25th St. South
Fargo, ND 58104

Bismarck

July 28-31, 2015
Century High School
1000 East Century Ave.
Bismarck, ND 58503

Registration

To secure your spot at one of these sessions, go to <http://nms.org/Portal/RegistrationMap.aspx>. For North Dakota public school educators, the \$725 registration fee will be covered through a grant provided to NMSI. The PROMO CODE to use is LTFND. By entering the promo code, the \$725 fee will be waived for the registrant. Once the registration is completed, participants will receive confirmation from NMSI regarding the selected training. Cancellation information is also provided. Please review this information in the event you need to cancel. It is extremely important to cancel if you are unable to attend as the grant provided NMSI will be charged for each registration.

Graduate Credit

The ND DPI has secured two graduate credits through the University of Mary for participating in one of the LTF summer trainings. Individuals interested in pursuing graduate credit for this training opportunity, please visit www.dpi.state.nd.us/NMSI/index.shtm for more information.

Additional information regarding NMSI and the LTF summer trainings is available on the ND DPI website at www.dpi.state.nd.us/NMSI/index.shtm.

Questions

Should you have questions regarding the information on NMSI, please feel free to contact Beth Larson-Steckler at (701) 328-3544 or esteckler@nd.gov, or Ann Ellefson at (701) 328-2488 or aellefson@nd.gov.

AYP Freeze Waiver Approved

By Laurie Matzke, Division Manager, Student Support & Innovation

On Friday, February 27, 2015, the U.S. Department of Education (USDE) disseminated a letter to state Title I directors announcing they are permitting any state administering new college and career-ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments and to waive accountability determinations based on the new achievement results. This waiver would freeze the AYP sanctions timeline for one year for all schools and districts.

The ND DPI submitted our AYP Freeze Waiver to the USDE on March 31, 2015. The ND DPI received official approval on our AYP Freeze Waiver on Thursday, May 21, 2015.

Under this flexibility, North Dakota will still generate an AYP report for every school and district in the state. The AYP report will only report data on the participation rates, graduation rates, and attendance rates. The AYP will not report scores for the 2014-2015 state assessment. Schools and districts that make AYP will remain in the same category for program improvement and will be allowed to continue implementing the same interventions in 2015-2016, which were required to be implemented in the 2014-2015 school year.

North Dakota's AYP Freeze waiver has several implications for North Dakota districts and schools. Please note the following:

- ◇ Program Improvement Plan: Due to the AYP freeze waiver, schools and districts do not have to submit a new program improvement plan for the 2015-2016 school year.
- ◇ AYP Letters: The release of AYP reports will be significantly delayed this year due to the spring testing. We anticipate the preliminary reports to be released in late August. The ND DPI will be providing guidance on language to include in the letter due to the AYP freeze later this summer.

School personnel can review updates on the program improvement requirements in the May TEAM newsletter located at www.dpi.state.nd.us/title1/nwsltrs/index.shtm on the department's website.

Consolidated Application for Federal Title Funding

By Laurie Matzke, Division Manager, Student Support & Innovation

All districts must complete the Federal Title Programs Consolidated Application to access their federal funding for Title I, Title IIA, and Title III on a yearly basis.

Due Date – Friday, August 28, 2015.

Grant Period – The grant period for spending these Title funds through this consolidated application is July 1, 2015 through June 30, 2016.

Electronic Application URL – The Consolidated Application for Federal Title Funding can be accessed at <https://secure.apps.state.nd.us/dpi/stars/login.aspx>. The ND DPI will soon be opening up the consolidated application report in STARS.

Board Approval – The Consolidated Application for Federal Title Funding must be printed and approved at a school board meeting. The application cannot be submitted without a date indicating when it was approved by the school board.

Contact Person – The Student Support and Innovation Division assigns a contact person to each school district in the state. The list was recently revised and is available at www.dpi.state.nd.us/title1/conapp.shtm. Please ensure your district has communicated with its contact person to conduct an initial review of your application prior to submitting.

New Consolidated Application Guidance – Coming soon!

Carryover – The final Title I carryover amounts to be entered on the allocation page can be found on your Final Financial Report. The approved carryover amounts for Title IIA and REAP can be found in the comment section of your final Request for Funds which is returned with your final payment.

REAP/Transferability – In the 2015-2016 school year, the ND DPI is allowing districts to REAP/Transfer their Title IIA funds into Title I, Title IID, Title IV, and Title V. The revised guidance will outline additional requirements regarding this option, so be sure to review the guidance carefully once released.

Needs Assessment – The Title II regulations require each district to have a needs assessment. Once again, districts must upload a copy of their needs assessment into the 2015-2016 consolidated application. Earlier this week, each district should have received a rubric and feedback on its 2014-2015 needs assessment to assist in making any necessary changes before submitting for the 2015-2016 school year.

Summary of Administrative Regional Workshops

By Laurie Matzke, Division Manager, Student Support & Innovation

In early May 2015, the ND DPI held two Administrative Regional Workshops across the state. The workshops gave the department staff the opportunity to provide information and updates on key issues including:

- Changes to the 2015-2016 Consolidated Application for Federal Title Funding
- AYP Updates and Timelines
- Program Improvement Changes
- Reauthorization Status
- ND DPI priorities for 2015-2016

In addition, administrators were able to participate in breakout sessions in the following areas:

- Meeting Requirements for Homeless Youth
- Applying for Program Improvement Funding
- Serving ELL Students
- Funding and Programming for Preschool
- Leadership Support for Administrators
- District SES Provider Application Process

All handouts disseminated at the workshop can be accessed at www.dpi.state.nd.us/title1/regional_workshops.shtm on the department's website.

For administrators who were unable to attend one of the regional trainings, we offer the following suggestions:

- Review the documents posted on the website that were disseminated at the regional workshops.
- The ND DPI is working on updating our Consolidated Application guidance to incorporate the changes that were discussed at the workshops. It will be critical to review the guidance once disseminated. We are hoping to have the guidance posted by the end of June 2015.
- Review the monthly "TEAM" newsletter for important information and updates.
- Any questions can be directed to your district's contact person. The newly revised contact chart is now available at www.dpi.state.nd.us/title1/progress/picontacts.pdf the department's website.

North Dakota Students Selected for United States Senate Youth Program

By Dale Wetzel, Public Information Specialist, Information Communication & Research

Senators John Hoeven and Heidi Heitkamp announced the names of the two North Dakota students who have been selected as delegates to the 53rd annual United States Senate Youth Program (USSYP) that was held March 7 – 14, 2015 in Washington, D.C. Andie Chandler of Grand Forks and Casondra Rutschke of Zeeland were chosen from across the state to be part of the group of 104 student delegates who attended the program's 53rd annual Washington Week.

The USSYP is sponsored by the U.S. Senate and fully funded by The Hearst Foundation. The overall mission of the program is to help instill within each class of USSYP student delegates more profound knowledge of the American political process and a lifelong commitment to public service. In addition to participation in Washington Week, The Hearst Foundations provide each of the 104 student delegates with a \$5,000 undergraduate college scholarship with encouragement to continue coursework in government, history and public affairs. Transportation and all expenses for Washington Week are also provided by The Hearst Foundations.

Andie Chandler attends Red River High School and serves as president of DECA and a representative on the Student Council. Additionally she participates in Student Congress, Debate, Speech, the National Honor Society, and the National Technical Honor Society. She is an active member in her community and church youth group. She has been a Red River High School Character Award of Fairness Awardee and Student of the Month. Her future plans include study of political science and a law degree.

Casondra Rutschke attends Zeeland High School and serves as her class president. She has been North Dakota's Outstanding Teen Scholastic Achievement Awardee; and serves as the Girls State Governor. She has also been involved in 4-H and has dedicated over 500 hours to community service projects. Casondra plans on pursuing a degree in business administration in the future.

Chosen as alternates to the 2015 program were Caitlin Hurst, a resident of Fessenden, who attends Fessenden-Bowdon Public School and Calvin Aichele, a resident of Beulah, who attends Beulah High School.

While in Washington the student delegates attended meetings and briefings with Senators, House Representatives and Congressional staff, the President, a Justice of the Supreme Court, leaders of cabinet agencies, an Ambassador to the United States and senior members of the national media. The students also toured many of the national monuments and several museums and they stayed at the historic Mayflower Hotel in downtown Washington, D.C.

The chief educational officer in each state selects the delegates after nomination by teachers and principals. This year's delegates were designated by Kirsten K. Baesler, Superintendent of Public Instruction. For general information about the USSYP, please contact North Dakota state coordinator, Patricia A. Laubach, at plaubach@nd.gov or (701) 328-4525.

Task Force Will Consider Options for Student Assessments

By Dale Wetzol, Public Information Specialist, Information Communication & Research

Superintendent of Public Instruction Kirsten Baesler is assembling a task force to look into future options for student assessments. It will examine what North Dakota needs and values from assessments, and what other testing options may be available.

The group will include parents who have children in public and private schools, home educators, representatives of the K-12 school system and higher education, legislators, and business and industry representatives.

Applications are being forwarded to stakeholder groups who represent these constituencies. These groups will nominate their appointments to the task force to Superintendent Baesler. She expects the group will meet monthly for nine to 12 months. The task force will recommend an assessment strategy that best meets the future needs of North Dakota students.

The stakeholder groups that will recommend task force members are the North Dakota School Boards Association, North Dakota United, the North Dakota Council of Educational Leaders, the Education Technology Council, the State Association of Nonpublic Schools, the North Dakota Parent Teacher Association, the Greater North Dakota Chamber, and the North Dakota University System.

Some have referred to the group as the “Common Core” task force, which is not a correct description. The task force will not be debating the new math and English standards. These new standards have support from North Dakota teachers and administrators. A bill in the 2015 Legislature to reject the new standards did not get a single vote in the North Dakota House.

The essential issues that the task force will address are these:

1. What do we need and value from assessments?
2. Do we administer too many assessments?
3. Are we using the right assessments?
4. What assessment options are available to us?

North Dakota is now part of the Smarter Balanced Assessment Consortium. It provides the math and English assessment questions that our schools use. The assessments are designed to be administered online. The task force will be looking into whether the SBAC represents our best option for math and English assessments.

The issue of the number and frequency of assessments is gaining urgency because of Congress’ recent work to reauthorize the Elementary and Secondary Education Act.

Baesler believes a new version of the ESEA will offer states much more flexibility in deciding when, and how many, student assessments are needed. The task force’s work can take any new federal flexibility into account in making its recommendations.

NORTH DAKOTA EDUCATION SPOTLIGHT

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education. — Martin Luther King, Jr.

Samantha Georger
senior at Wyndmere High School



Brittany Roney
senior at Oakes High School



Wyndmere Public High School
home of the Warbirds



Oakes Public High School
home of the Tornados

This June the Department of Public Instruction would like to spotlight the following students: Brittany Roney of Oakes High School has been featured across the state with her inspiring battle against Thyroid Cancer. She has inspired her family, friends, and community by remaining a straight-A student, continuing to be active in school activities, and attending college this fall. Samantha Georger of Wyndmere High School was named a Presidential Scholar this year. She will be attending Princeton University this fall, where she hopes to participate in a nine-month service program in India as a freshman.



**Mark
Your
Calendar!**

**June
2015**

Image-Making Within the Writing Process: Integrated Curriculum Poetry Unit

June 15-17, 2015 in Bismarck, ND

Schools Alive! Active Classroom Professional Development for Elementary Teachers

June 16-17, 2015 in Bismarck, ND

13th Annual NDCASE Para Educator Conference

June 17-18, 2015 in Jamestown, ND

ND/MN Joint Workshop

June 17-19, 2015 in Moorhead, MN

Be Fit 2 Learn II Training: Improving Academic Achievement Through Physical Activity for All Children

June 22-23, 2015 in Minot, ND

2015 Alliance Summer Geography Institute

June 22-26, 2015 in Fargo, ND

National Archery in Schools Workshop for Educators

June 23-24, 2015 in Bismarck, ND

ND DPI Math Summer Institute

June 24-25, 2015 in Bismarck, ND

Teacher Resource Coalition Workshop

June 22-23, 2015 in Knife River Indian Village, ND



<p>July 2015</p>	<p><u>2nd Annual North Dakota Indian Education Summit</u> July 7-8, 2015 in Bismarck, ND</p> <p>GIS Summer Workshop July 7-10, 2015 in Fargo, ND</p> <p><u>Summer Literacy Institute</u> July 13-16, 2015 in Bismarck, ND</p> <p><u>NMSI Laying the Foundation Summer Institute</u> July 14-17, 2015 in Fargo, ND</p> <p><u>2015 IRA Conference</u> July 17-20, 2015 in St. Louis, MO</p> <p><u>Annual School Administrators' Workshop</u> July 20-22, 2015 in Bismarck, ND</p> <p><u>NMSI Laying the Foundation Summer Institute</u> July 28-31, 2015 in Bismarck, ND</p>
<p>August 2015</p>	<p><u>21st Century Community Learning Centers Summer Conference</u> August 4-5, 2015 in Fargo, ND</p> <p>GeoFIT August 4-7, 2015 in Medora, ND</p> <p><u>2015 Introduction to Schoolwide Planning Training Session</u> August 12, 2015 in Bismarck, ND</p> <p><u>New Title I and ELL Teacher Training</u> August 27, 2015 in Bismarck, ND</p>
<p>September 2015</p>	<p><u>Northern Plains Law Conference on Students with Disabilities</u> September 22-23, 2015 in Rapid City, SD</p>